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PSYX 360.50: Social Psychology (Online)

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Psychology 360 Syllabus

Social Psychology: Spring 2021

Course Information

Location: Moodle!

Book: *Social Psychology* (4rd edition) by Smith, Mackie, & Claypool

Instructor Information

Instructor: Dr. Luke Conway

E-mail: luke.conway@umontana.edu

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office of Disability Equality](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office of Disability Equality (ODE), please contact the Office of Disability Equality in Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

Academic Misconduct & Academic Integrity

All students must practice academic honesty. You are expected to be familiar and adhere to the university's [Student Conduct Code](#) with regard to academic integrity. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary action by the university.

Incompletes

Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

Credit/No Credit

For students taking this course Cr/NCr, "Credit" is a grade of A, B, or C. "No Credit" is a grade of D or F. *Note: I no longer allow students to change from traditional grading to credit/no credit once the deadline for doing so has passed.* (In other words, if I have to sign something in order for you to change the grading option, I will not do so. If you can do it without my approval, I of course will not stop that).

Pre-requisite

The pre-requisite is Psych 100 or consent of instructor.

Learning Outcomes

When I designed this class, I had several learning outcomes in mind.

1. *Define social psychology and what social psychologists do.*
2. *Describe the historical context that influenced the development of social psychology.*
3. *Describe and explain the major research methods and measures used in social psychology.*

4. *Define the major concepts and phenomena in social psychology.*
5. I want you to *think about and evaluate social psychological research* for yourselves.
6. Social Psychology is very interesting; after all, we study people, and people are darned interesting. I want you to *become interested in social psychological research*. If I have failed to spark your interest in this compelling field, then I have failed indeed.

The Class Format

There are a few basic things you should know about the class format:

1. Lectures will be posted online with enough advance that you will be able to watch them on the appropriate day. They are organized by each test, so that you will see all lectures for Exam 1 posted in the same folder. There will also be accompanying Lecture Notes, as well as a Study Guide, posted for each test as well in a separate folder for each test.
 - a. You can watch the lectures during the class period in question, or you can watch them later at your convenience.
 - i. Just be sure you are watching/studying materials for the correct exam (e.g., don't study exam 2 materials for exam 1).
 - b. I've put the lecture materials I anticipate you'll watch on specific days in the schedule below, but you do not have to watch them on those exact days (though I do recommend watching them roughly in order, because they are designed to be watched in a particular order).
2. It is your responsibility to ensure you get (and watch or read) all the correct materials prior to each exam.
 - a. YOU WILL BE HELD ACCOUNTABLE FOR ALL LECTURE MATERIAL for each exam that is in the appropriate folder. Note that the Study Guide does not narrow material from lecture – it only organizes it. EVERYTHING in lecture is fair game for an exam.
 - b. YOU WILL BE HELD ACCOUNTABLE FOR ALL BOOK MATERIAL *that is specified in the Study Guide*. Note that the Study Guide DOES narrow material from the book, so you are held responsible only for those sections (and materials) mentioned.
3. In some lectures, you will be given the opportunity for extra credit by sending me e-mails in response to stuff I said in the lecture. Be sure to e-mail me only (and do NOT send a group e-mail to the whole class, please)!
 - a. NOTE THAT SOME EXTRA-CREDIT OPPORTUNITIES IMBEDDED IN THE LECTURES ARE TIME-CONTINGENT, so if you want to get that credit, you have to watch them and respond to them close the suggested lecture date. But that is up to you.

What I Expect of You

There are a few basic things that I expect out of you in this course:

1. Work hard! The national standard for course workload is that you should be working 3 hours a week for every hour of class that you take (thus, you should be working nine hours a week for a three-hour class). Once you subtract out the three hours per week you are watching lectures, this means that you should be *averaging* working/studying/writing 6 hours per week outside of lectures. Over the course of the 15 weeks in the term, this means that you should be devoting 90 hours to this class *outside* of the time you spend watching lectures. You have no other assignments, so this means that it is *reasonable* of me to expect you to study 18 hours per exam (including reading the book). So -- do not come to me and complain that you think the class is too hard until you are studying around 18 hours or more for each exam.

2. Read the book!! Other than the obvious reason that you will be tested over it, it is important for you to get another perspective than mine, to see information presented in a different style than I do.
3. Think! Digesting information is fine – but still: Think!

Finally, a piece of advice:

Watch the lectures! This class is lecture-centric (see below). I will not force you to actually watch my lectures – indeed, I won't even know if you don't. Nor will I be offended if you don't watch the online lectures. Even if I was aware, you weren't watching them, I'm not going to grade you down or think less of you for not doing so. But the odds are that you're going to do badly if you don't watch the lectures and learn from them.

Exam Overview

The exams will be delivered in an online format. IT IS IMPORTANT that you read these rules and procedures CAREFULLY. You will be expected to know and understand the rules and procedures for the test.

1. Here is how this will work: You will take the test online sometime between 7:00 AM to 11:00 PM (Mountain Time Zone) on the proscribed test days. I will send the entire class a link to the test via e-mail right at 7:00 AM. Whenever you begin the test, you will have a specific amount of time to complete it. You will click on the link, enter in your name (if you don't, I won't know who you are and you'll make a zero) and some other information, then you'll be presented with the test. You will be presented with a set of items that has been randomly selected from a pool of items (they will not be "numbered"), one item at a time. You can only log in once, and if you go beyond the time limit, you will be given point deductions and/or a zero (more on this below). There will be no more than 40 items per test, and the e-mail I send prior to the test will let you know exactly how many items there are and how long you have to take it.
 - a. If you want to get a feel for how the tests are formatted and what taking a test will be like, at any time you can take [this \(always active\) practice test](#) .

Note that this test has only 5 fictitious items (and not the upwards of 40 of a normal test), but otherwise is very similar in terms of format and so on as the real tests. **THIS PRACTICE VERSION IS ONLY USEFUL FOR YOU TO UNDERSTAND THE FORMAT, NOT TEST CONTENT.** It is not a study tool of any kind; the 5 items contain no actual psychology content. However, the "name" entries and the "I did not cheat" items are identical as those on the real test.

2. In line with typical norms for online courses, you will be allotted 1.5 minutes per item to complete the test (rounded up to the nearest minute). For example, for a 33-item test, you will be given 50 minutes. For a 40-item test, you will be given 60 minutes.
 - a. **IT IS YOUR RESPONSIBILITY TO TIME YOURSELF AS YOU GO.** There will be a progress bar (indicating how much you have left of the test) but no clock. The system will not boot you out after your allotted time period, but will report to me your start and end times, as well as the duration it took you to complete the test.
 - i. **If you take up to 10 minutes beyond the allotted time, I will deduct 20 points.**
 - ii. **If you take 10 minutes or more beyond the allotted time, you will make a zero.**

3. You are allowed to use your book, PowerPoint slides from the class, and any notes **you** have prepared for the test. However, you are expected to take the tests alone, without the assistance of others, and you cannot use the internet or any additional resources (e.g., cheat sheets from other people) to take the tests.
4. **You are only allowed one attempt for each test.** 1.5 minutes per question is not enough time to look-up answers to all of the questions. So, it is strongly advisable that you study for each test prior to completing it.
5. **If issues arise while you are taking the tests:** It is your responsibility to choose a time and place in which you will be able to complete the test in one sitting. You are not able to start the test and pause it. The on-campus computer labs or library are available for you to take these tests.
 - a. **Technical issues:** Although I realize that technical issues happen, and that they are very frustrating, there will not be accommodations for tests that cannot be completed due to technical difficulties. It is your responsibility to make sure that you take the test at a computer that will work for the duration of the test. If your laptop is unreliable, then it might be best to take the tests at the on-campus computer labs or library. If issues arise, contact the [UM IT Solutions Center](#) for assistance at (406) 243-4357.
6. A few important notes:
 - a. Cheating. You will be required to endorse statements swearing that you did not cheat both before and after the test.
 - b. Time of test. **IT IS YOUR RESPONSIBILITY TO BE SURE YOU TAKE THE TEST DURING THE PROSCRIBED TIME PERIOD.** For those of you in different time zones, note that you need to adjust to be sure you check e-mail and are prepared to take the test during the time proscribed IN THE MOUNTAIN TIME ZONE. If you do not, you will not be able to take the test a different time. In a concession to the difficulties of an online format, I will make exceptions for this for people who are four or more hours different from the Mountain time zone – but you must contact me IN ADVANCE to set that up. Further, I will make exceptions for people with unusual circumstances – IF you set this up in advance. I DO NOT GIVE MAKE-UP EXAMS except in unusual circumstances (see below), however. So please contact me well in advance to see if taking an exam at a different time would work.
 - c. Browser. I have been advised to tell you to NOT use Safari as your browser/interface for the test – it often does not work very well for this purpose.
7. About the exams more broadly:
 - a. You will have 4 exams; only 3 of these exams will be counted toward your final grade – Exam 4 plus your two highest other exam scores. (In other words, you get to drop your lowest exam, but you CANNOT DROP EXAM 4). If you miss an exam, that exam counts as your dropped grade. I am reluctant to allow make-up exams unless they are absolutely needed. I always allow make-ups for absences due to university-sanctioned events (i.e., choir, band, sports, military service, etc.); you must have an official release form in order to re-schedule, and you must re-schedule the exam well in advance. (If you fail to schedule the exam well in advance of exam day, I will not allow a makeup). Further, due to the online nature of the course, I may allow alternative times based on the exceptions already discussed. However, it is best to only use the potential for make-ups when it is absolutely necessary. I want to be flexible, but I also don't want to be unfair to the other students in the class.

- b. Be prepared: I will intentionally ask questions from the book that I do not cover in lecture, and questions from lecture that are not in the book. Thus, both the book readings and class lectures are vital. I'm not guaranteeing a particular breakdown, but my general guideline is to have approximately 25% of the answers to the exam questions found *only* in the book, 25% of the answers found *only* in lecture material, and 50% found in both. (Of the material found in both places, the questions are centered on the lecture presentation and *not* on the book presentation. Thus, roughly 75% of the test questions come from the lecture notes, whereas roughly 25% of the questions come *solely* from book material not presented in lecture.) *The exams will be entirely multiple choice.* But I will ask many "multiple-multiple" questions in order to compensate for this weakness – that is, questions that could be "a and b" or "a and c" and so forth.

How Your Grade will be Determined

Each counted exam is worth 33.33% of your grade, and your final grade will be based on the following chart:

A:	90% or higher
B+:	86-89%
B:	83-85%
B-:	80-82%
C+:	76-79%
C:	70-75%
D+:	66-69%
D:	63-65%
D-:	60-62%
F:	59% and below

Be warned now: I will round decimal places equal to or greater than ".5" up (so a total of 89.5% will be an "A"); however, beyond this, the grade you receive will be whatever the numbers say, NO EXCEPTIONS (so an 89.4% will be a "B"). I am aware that this stinks royally. However, the problem with changing the criterion for a given student is that, once I change that criterion, inevitably another student is "right on the bubble," so ultimately someone just barely misses it. I don't want to be overly subjective in my judgment of who should get to surpass the objective criteria; thus, no one will.

Schedule

Note: You are responsible for keeping up with changes announced in class via e-mail. Generally speaking, lecture dates are suggestions for watching the lectures, but it is not necessary that you watch them on that exact date (with the exception of the potential time-contingent extra-credit opportunities – see above). On the other hand, exam dates are not suggestions – those are firm dates for each exam.

Day	Topic	Chapter(s)
Aug 31	Course Intro (I, II), Introduction to Social Psychology	1
Sep 2	Social Psychology Methods (I and II)	2
Sep 7	Social Psychology Methods (III), Impression Formation	3
Sep 9	Attribution I	3
Sep 14	Attribution (II and III)	3
Sep 16	The Self (Introduction, Self-Enhancing Biases I)	4
Sep 21	The Self (Self-Enhancing Biases II)	4
Sep 23	Exam 1	1-4*
Sep 28	The Self (Beyond Self-Esteem, Costs and Benefits of Self-Illusions)	--
Sep 30	Prejudice (Introduction, Cognitive Roots)	5-6
Oct 5	Prejudice (Social Roots I and II)	5-6
Oct 7	Prejudice (Consequences and Solutions), Modern Controversies	5-6
Oct 12	Social Psychology of COVID-19	--
Oct 14	Exam 2	5-6
Oct 19	Attitudes (Introduction)	7-8
Oct 21	Attitudes (Different Routes to Persuasion)	7-8
Oct 26	Attitudes (Source Heuristics)	7-8
Oct 28	Attitudes (Message Content Heuristics)	7-8
Nov 2	Attitudes (Audience Factors)	7-8
Nov 4	Norms and Persuasion (Part I)	10
Nov 9	Exam 3	7-8, 10
Nov 11	<i>HOLIDAY</i>	
Nov 16	Norms and Persuasion (Part II)	--
Nov 18	Resisting Persuasion Attempts, Conformity & Obedience (Part I)	9
Nov 23	Conformity & Obedience (Part II)	9
Nov 25	<i>HOLIDAY</i>	
Nov 30	Interpersonal Relationships	12
Dec 2	Helping, Aggression	13, 14
Dec 7	Cultural Differences	--
Dec 9	Exam 4	9, 11-14

*For Exam 1, you will be held accountable for a small part of Chapter 2; this part will be given directly on the study guide.

Extra-credit research assignment: Dr. Conway's Social Psychology class

Must be completed by the time you take Exam 4

You can earn up to 3% points added to your overall course grade by (a) participating in research studies, or (b) writing a paper. You can earn no more than 3% points.

Research participation

A. You can sign up via SONA's online system (described below).

B. You will get 1 percentage point added to your overall grade for each *hour* you participate in research, to a maximum of 3 percentage points. (Hour = 2 research credits, maximum = 6 research credits).

1. By departmental rule, each 30-minute segment is worth one "credit." So that means that 2 research credits = 1 hour.
2. This means that you get 1 percentage point in the class for every two research credits.
3. The maximum you can receive is 3 percentage points (= 6 research credits).

Signing up for studies occurs via an online sign-up system. To sign up, you will need to create an account online. When doing so, (1) be sure you use your umontana e-mail address as your username (so if your umontana e-mail address is jane.doe@umontana.edu, you would enter jane.doe); if you don't do this properly, you will not get the account information. Also, (2) be sure you enter the right course section number, or else you may not be properly credited. Signing up and checking studies is easy – for directions on how to do this, please go to the [Psychology homepage](#).

Then click on the [SONA](#) button.

Each experiment has a different name. Once you have participated in a specific experiment, you may not sign up for any other experiment with the same name. If you do, you will only receive credit for the first experiment.

Your credit will be tracked via the online system – you will be awarded credit for participation within 72 hours of participating by the researcher who was in charge of the study. If you check your credit and it has not been awarded in a timely fashion, contact the experimenter listed as the contact on the study to resolve this conflict.

At the end of the term, I (your instructor) will automatically get your credits from the online system.

NOTE: You cannot "double-dip" for separate classes under any circumstances! If a student is in more than one class offering extra credit, SONA will allow them to assign credit for any individual study to either of those classes, but NOT to both. So if they participate in two studies, A and B, they can assign A to class 1 and B to class 2. HOWEVER, they cannot assign A to both class 1 and 2. Thus, although they can split up studies to different classes, each study can only count towards one class, and only one class.

Further note: I am not responsible for the availability of studies. If no studies are available that meet your schedule, you can always do the alternative assignment.

Extra-credit alternative assignment: Research Paper
Due the day of Exam 4

I. The paper. Here is your assignment. Pick a topic – any topic – that your book talks about. Spend one paragraph summarizing that topic. Then, the rest of your paper should involve stating an opinion about that topic. So, for example, pick a theory and then argue why you think that theory is wrong. **DO NOT USE ANY RESEARCH OUTSIDE OF THE BOOK.** I want you to think entirely on your own about this.

II. Getting credit. At the beginning of the paper, you should have a statement that says “I worked _____ hours on this paper” and then print your name and sign it (note: you should use electronic signatures for electronic documents). This is your testimony as to exactly how many hours you spent. If you want 3 hours of extra credit, then you need to work at least 3 hours and then sign that here (this would add 3 percentage points to your overall grade at the end of the term). If you want 1 hours of extra credit, then work 1 hour and put that here (this would add 1 percentage point added to your overall grade at the end of the term). I will grade your paper primarily to see if I think you actually worked the amount of time you said. A general rule would be that you write about a page an hour. It’s fairly obvious when you haven’t worked as much as you said, and I will not give credit if I feel like you haven’t put the effort into it. The paper *must* be at least one page long.

If you don’t have this signed statement, you will get no credit.

The paper must be typed. I don’t care about formatting as long as it is easy to follow and read.

Send me an electronic version of the paper via e-mail (as an attachment).

You can get no more than three points total added to your final course grade via this method, counting BOTH experiments and extra credit. If you have already done, say, 2 hours of experiments, then you can only get 1 additional point by doing a paper – so in this case, only do 1 hours’ worth of a paper. Anything else will not be counted.

PLEASE FILL IN AND SEND THIS FILE BACK TO LUKE VIA E-MAIL

I, _____ (type your name) hereby acknowledge that I have received a copy of the Social Psychology syllabus for Fall 2021. I have read the syllabus and understand all the course policies and requirements. I recognize that it is my responsibility to seek clarification regarding any aspect of the syllabus, the course requirements, or the grading policies if they are unclear to me. I further acknowledge that typing my name below in the signature line constitutes agreement.

Signature (Type Your Name)

Date (Type the Date)

I do not post grades with student ID #'s, nor do I use Moodle's "grade" function. I will, however, post grades on an EXCEL spreadsheet on Moodle. To do this, you will need to provide me with a "code name" if you would like your grades posted following tests. Please be certain to choose a code name that is familiar to you, so that you remember it when you look up your grades. **WORD OF CAUTION:** I will NOT accept codenames that are inappropriate (racist, sexist, general bad taste).

CODE NAME: _____

I'd like to learn a little about you, so please provide the following information below:

1. Name:
2. Class (e.g., sophomore, junior):
3. Major:
4. Why are you taking this class?

5. What do you want to do with your life?